DOCUMENT RESUME

ED 334 977 IR 015 140

AUTHOR Caffarella, Edward P.; Sachs, Steven G.
TITLE Doctoral Dissertation Research in Instructional Design and Technology from 1976 through 1988.
PUB DATE 91
NOTE 13p.; In: Proceedings of Selected Research Presentations at the Annual Convention of the Association for Educational Communications and Technology; see IR 015 132. For a directory of the dissertations from 1977-1986, see ED 307 852.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Doctoral Dissertations; *Doctoral Programs; Higher Education; *Instructional Design; *Instructional Development; Research Design; *Statistical Data

ABSTRACT

This study presents several analyses of doctoral dissertation research completed by students in instructional design and technology (ID&T) programs from 1977 through 1988: (1) the number of dissertations completed during each of the 12 years; (2) the 46 U.S. institutions at which the research was done and the number of doctoral degrees in ID&T awarded by each; (3) a historical analysis of dissertation research in ID&T; (4) a comparison of the research during the current period with dissertation research completed since 1921; and (5) a comparison of the 10 most prolific ID&T programs over the past 70 years. (12 references) (BBM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED334977

Title:

Doctoral Dissertation Research in Instructional Design and Technology from 1976 through 1988

Authors:

Edward P. Caffarella
Steven G. Sachs

120150140

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Michael R. Simonson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Doctoral Dissertation Research in Instructional Design and Technology from 1976 through 1988

1991 AECT Annual Convention

Edward P. Caffarella

Professor

College of Education

University of Northern Colorado

Greeley, Colorado

Steven G. Sachs

Associate Dean

Instructional Technologies & Extended Learning

Northern Virginia Community College

Doctoral Dissertation Research in Instructional Design and Technology from 1976 through 1988

1991 AECT Annual Convention

Edward P. Caffarella
University of Northern Colorado
Steven G. Sachs
Northern Virginia Community College

This study is an analysis of the doctoral dissertation research completed by students in instructional design and technology (ID&T) programs from 1977 through 1988. This doctoral research was completed at forty-six institutions throughout the United States. The study includes several analyses of doctoral dissertation research. The first section is an analysis of the number of dissertations completed during each of the twelve years. The second section deals with the forty-six institutions and the number of doctoral degrees in ID&T awarded by each. The third section is a historical analysis of dissertation research in ID&T. The fourth section is a comparison of the research during the current period with dissertation research completed since 1921. The last section is a comparison of the ten most prolific ID&T programs over the past seventy years.

Research Design

The analysis is based largely upon the data presented in the recent Association for Educational Communications and Technology

publication Doctoral Research in Instructional Design and Technology: A Directory of Dissertations, 1977 - 1986 (Caffarella and Sachs, 1988) and Doctoral Research in Instructional Design and Technology: A Directory of Dissertations, 1987 - 1988 (Caffarella, 1991). These two publications contain listings of dissertations completed by students in ID&T programs in the United States. A more complete analysis of the dissertation research is contained in two publications by Caffarella & Sachs (1990a, 1990b).

These publications and this presentation provide an opportunity to better define the research in the field of instructional design and technology thereby helping the profession to identify valuable studies and research trends. By building upon the research of others, future researchers can advance the field more collectively than could be done by one individual working in isolation.

The data on dissertations was supplied directly by the universities in the United States offering doctoral programs in instructional design and technology. These programs are offered under a wide variety of titles including instructional development, educational media, instructional technology, and instructional systems. The basic list of institutions was taken from the list of doctoral and masters programs in the Educational Media and Technology Yearbook (Miller and Mosley, 1986). These lists were checked against the membership list for the Professors

of Instructional Design and Technology to make the list as comprehensive as possible.

Each participating institution supplied the following information for each doctoral student who graduated between 1977 and 1988.

Student's Name

Year of the Degree

Dissertation Title

Institution Name

Dissertation Chairperson

The intent was to make the listing inclusive rather than exclusive. The decision to participate and which dissertations to submit was left to the individual institutions. The listings include virtually all doctoral programs in instructional design and technology.

The list for dissertations completed from 1977 through 1986 was collected during the fall of 1987 and the winter of 1988. The data for 1987 and 1988 was collected during the spring of 1989.

Dissertations Completed

During the period 1977 through 1988 there were 1518 dissertations completed at forty-six institutions (see figure 1). From 1977 through 1988 the number of dissertations completed each year ranged from a low of 106 in 1980 to a high of 149 in 1983 and 1985.

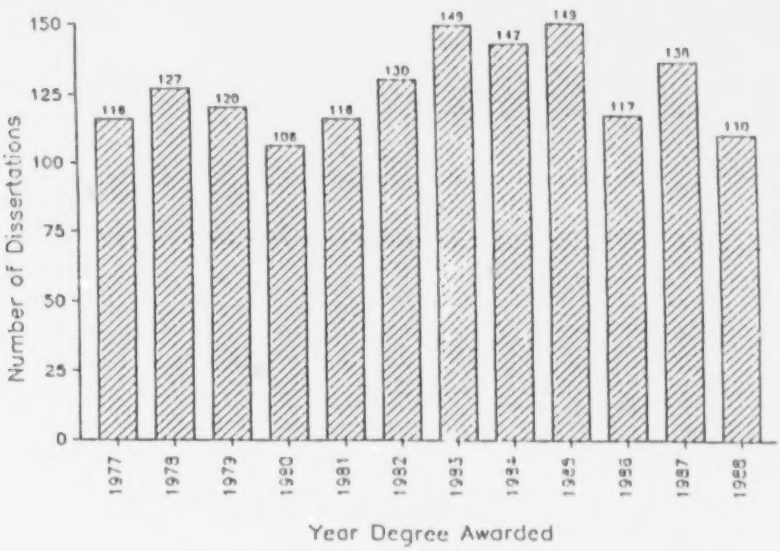

Figure 1. ID&T Doctoral Dissertations for Each Year, 1977-1988

Institutional productivity during the twelve year period showed that forty-nine percent of the graduates did their studies at only seven institutions (see table 1 & figure 2).

Table 1

Number of Dissertations for Each Institution

	Tot	Cum Tot	%	Cum %
Indiana University	216	216	14.23	14.23
Univ. of S. California	108	324	7.11	21.34
Boston University	107	431	7.05	28.39
Syracuse University	88	519	5.80	34.19
University of Pittsburgh	80	599	5.27	39.46
Florida State University	79	678	5.20	44.66
Brigham Young University	71	749	4.68	49.34
Others	769	1518	50.66	100

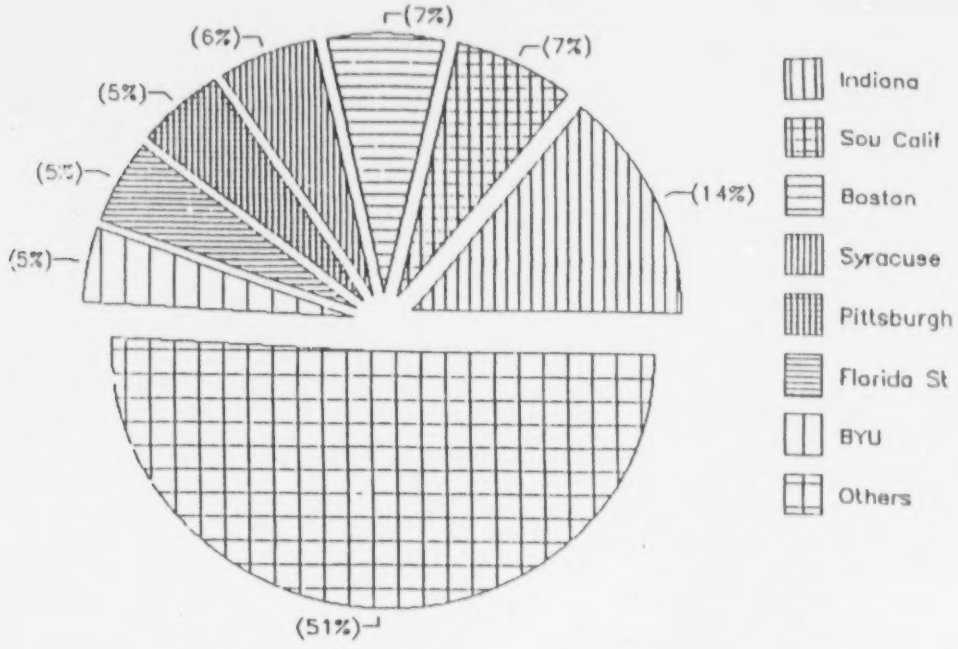

Figure 2. Seven Most Productive ID&T Institutions, 1977-1988

The largest number of graduates were from Indiana University with 216 dissertations. The other institutions in the six most prolific included the University of Southern California, Boston University, Syracuse University, the University of Pittsburgh, Florida State University, and Brigham Young University.

There was very little variability in the group of institutions producing the largest numbers of doctoral graduates during the twelve year period (see table 2). Over the period Indiana University was among the top three producers during every year and first for seven of those years. Boston University and the University of Southern California were in the top three for six years. Syracuse University was in this group three times from 1977 through 1988.

Table 2

Most Productive Institutions for Each Year

1977	Indiana (27)	Syracuse (16)	Sou. Calif. (9)
1978	Indiana (24)	Sou. Calif. (12)	East Texas (12)
1979	Indiana (24)	East Texas (9)	Boston (9)
1980	Indiana (22)	Sou. Calif. (9)	Penn. State (7)
1981	Boston (16)	Indiana (12)	Syracuse (9)
1982	Indiana (25)	Florida St. (13)	Boston (10)
1983	Florida St. (17)	Sou. Calif. (16)	Indiana & Pittsburgh (13)
1984	Sou. Calif. (18)	Indiana (14)	Boston (11)
1985	Indiana (18)	Boston (12)	B. Young & Mich. St. (10)
1986	Indiana & Boston (12)		Syracuse (8)
1987	Illinois (21)	Indiana (16)	Sou. Calif. (9)
1988	Illinois (10)	Indiana & Brigham Young (9)	

Within the institutions, the numbers of graduates varied widely from year to year. For example, Indiana University had 27 graduates in 1977 but only 9 during 1988. The number of graduates from the University of Southern California ranged from 18 in 1894 to 2 in 1986. Boston University's number of graduates ranged from 5 graduates in 1977 to 16 graduates in 1981.

Approximately twenty-five percent of the dissertations were completed under the direction of eleven professors. Half of the dissertations were directed by thirty-six chairs. As might be expected most of these professors are faculty members at the seven institutions producing the largest number of dissertations. There were 147 faculty members who chaired only

one or two dissertations. Thus, a relatively small number of professors are directing the preponderance of the instructional design and technology dissertations.

Earlier Compilations

There are several earlier studies that compiled lists of dissertations in the field of instructional design and technology (Huang, 1979, 1980; Kirschner, Mapes, & Anderton, 1975; Moldstad, 1956, 1958, 1959, 1961). The earliest listed dissertation was completed at the University of Chicago in 1921. Between then and 1960 there were 729 completed dissertations with most of these completed since 1950. From 1960 until 1970 the doctoral students completed 468 dissertations. The data from 1971 through 1975 has not been compiled by anyone but is probably around 450 dissertations. The current study includes 1518 dissertations. As shown in figure 3 there have been at least

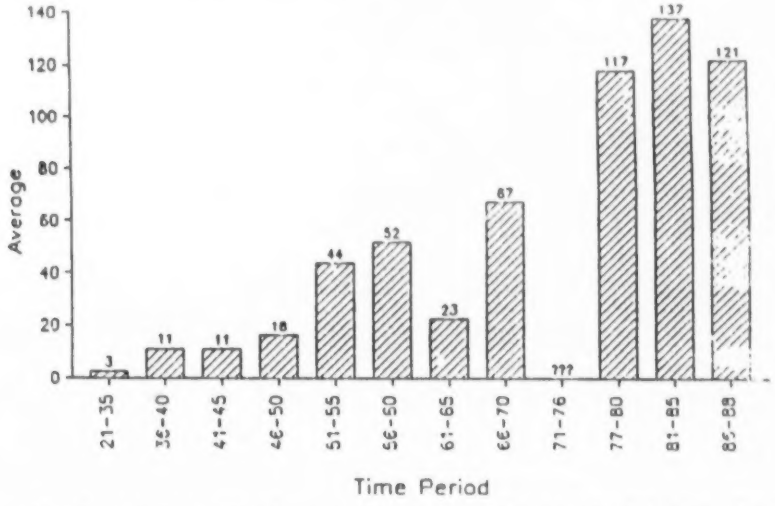

Figure 3. Average Number of ID&T Dissertations for Each Year during Each Period from 1921-1988

2695 dissertations completed in the field of instructional design and technology. If the 1971-1976 estimate is included this figure rises to approximately 3150. There has been a steady growth in number of dissertations completed each year.

A comparison was done of the most prolific institutions since 1921. The dissertations were divided into three groups including 1921-1956, 1960-1970, and 1977-1988 (see table 3).

Table 3

Ten Most Productive Institutions for Each Period

1921-1956	1960-1970	1977-1988
Columbia	Indiana	Indiana
New York	Syracuse	Sou. Calif.
Indiana	New York	Boston
Iowa	Sou. Calif.	Syracuse
Penn. St.	Michigan St.	Pittsburgh
Wisconsin	Ohio St.	Florida St.
Ohio St.	Columbia	Brigham Young
Chicago	Nebraska	East Texas
Stanford	Florida St.	Michigan St.
U. Michigan	Boston	Penn. St.

Comparing the top ten most prolific ID&T institutions for each period shows changes in the major institutions over time. Only Indiana University appears in all three lists. New York University and Ohio State University appear in the first two lists but not the last. Syracuse University, the University of Southern California, Michigan State University, Florida State

University, and Boston University appear on the last two lists but not the first.

The dissertation research produced by graduate students should be a major source for the field in building a knowledge base in instructional design and technology. Many times however the completed dissertations simply gather dusk on the shelves of university libraries. By making this research more readily available the field can capitalize on this excellent body of knowledge.

References

Caffarella, E. (in press) Doctoral research in instructional design & technology: a directory of dissertations, 1987-1988. Washington, D.C.: Association for Educational Communications and Technology.

Caffarella, E. P. & Sachs, S. G. (1988). Doctoral research in instructional design and technology: a directory of dissertations, 1977-1986. Washington, DC: Association for Educational Communications and Technology.

Caffarella, E. P. & Sachs, S. G. (1990a) "Doctoral Dissertations in Instructional Design and Technology, 1977 to 1988" Educational Technology: Research and Development, (38):3.

Caffarella, E. P. & Sachs, S. G. (1990b). "An analysis of doctoral dissertation productivity in instructional design and technology from 1977 to 1988." In B. Branyan-Broadbent & R. K. Wood (Eds.), Educational Media and Technology Yearbook 1990. Englewood, CO: Libraries Unlimited.

Huang, C. (1979). Monograph of doctoral studies in educational technology: 1960-1970. New York, NY: City University of New York, York College, Center for Educational Technology. (ERIC Document Reproduction Service No. ED 184 555)

Huang, C. (1980). Analysis of doctoral production in educational technology: 1960-1970. Educational Communications and Technology Journal, (28),1, 3-9.

Kirschner, C. D., Mapes, J. L. & Anderton, R. L. (1975). Doctoral research in educational media 1969-1972. Stanford, CA: ERIC Clearinghouse in Information Resources.

Miller, E. & Mosley, M. L. (1986). Educational media and technology yearbook 1986 (Vol. 12). Littleton, CO: Libraries Unlimited.

Moldstad, J. (1956). Doctoral dissertations in audio-visual education [1921-1956]. Audio-Visual Communication Review, 4(2), 291-333.

Moldstad, J. (1958). Doctoral dissertations in audio-visual education: supplement I [1956-1957]. Audio-Visual Communication Review, 6(1), 33-48.

Moldstad, J. (1959). Doctoral dissertations in audio-visual education: supplement II [1957-1958]. Audio-Visual Communication Review, 7(2), 142-153.

Moldstad, J. (1961). Doctoral dissertations in audio-visual education: supplement III [1958-1960]. Audio-Visual Communication Review, 9(4), 220-229.